



# YOUTH SPORTS JOURNAL

INITIAL ISSUE

## NYSCA

VOLUNTEER COACH  
TRAINING PROGRAM

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*National*  
**ALLIANCE**  
*For Youth Sports*



# What it means to be an NYSCA certified coach

Being an NYSCA certified coach does not indicate that you are qualified in the sense of a paid coach on the high school, college, or professional level. By virtue of your attending the NYSCA Training/Certification Program conducted by a qualified Clinician, NYSCA Headquarters certifies that you have been trained in your responsibilities to children in sports. Specifically:

1. Responsibility for being aware of the psychological and emotional needs of children while participating in sports.
2. Responsibility for knowing that safety and first-aid care are the most important factors in the well-being of children and that at all times a person of authority (physician, paramedic, etc.) should be called to treat any kind of injury.
3. Responsibility for being aware that conditioning, nutrition, flexibility, and strength development are important factors in children playing sports.
4. Responsibility that to the best of your ability you will teach the proper sports techniques.
5. Finally, by signing the NYSCA Coaches' Code of Ethics Pledge, you are reminded that in youth sports the consideration of the children should be placed above all and that as an NYSCA volunteer coach you are held accountable to a Code of Conduct.

## Emotional/social characteristics of children

Thoughtful guidance and teaching can only occur if coaches know the emotional and social development characteristics of children.

The emotional characteristics of children ages 6-7 are that they need praise, warmth, and patience. They're dependent on adult approval, they have a short attention span and they have the ability to assume some responsibility. They also are often tense, upset, and unpredictable. Their social characteristics are that they're indecisive and sensitive to feelings of adults and peers.

For children ages 8-9 their fears are related to failure, trouble at home, making mistakes, and competitive situations. They want to do well but lose interest if discouraged or pressured. They're also sensitive to criticism and resent being treated as a child. Socially they're still striving for greater independence. They may be argumentative and careless but they're alert, friendly, and interested in others. They need and seek others.

Children ages 10-11 are awkward, restless and lazy as a result of rapid and uneven growth. There are wide individual differences in maturity with this group. They resent authority, worship heroes and have a fear of ridicule. Socially they identify with their own sex, and peers are more important than family.

For the 12-14 age range children have emotional instability characterized by a "know it all" attitude as well as being oversensitive. They are preoccupied with social acceptance with a fear of ridicule and being unpopular. They often strongly identify with an admired adult.

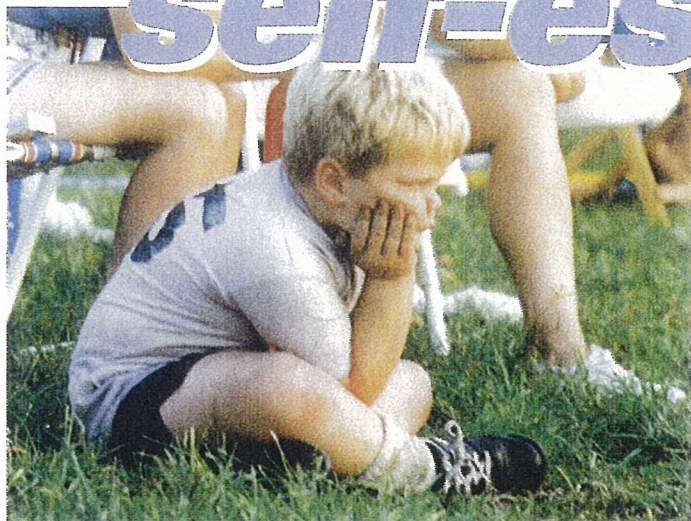


## Use the three-strike approach for disciplining athletes

- 1 the first time the child breaks the rules talk to them and make sure they understand a violation occurred.
- 2 if it happens a second time there may be a problem or extenuating circumstances, but you need to get more strict and tell them if it happens again disciplinary measures will be taken.
- 3 if it happens a third time the athlete may be telling you that they're not going to follow the rules and regulations.
  - set limits and if you punish a player make it for a brief period of time.
  - when a punished player returns they've got to promise to follow the rules.



# Building self-esteem confidence



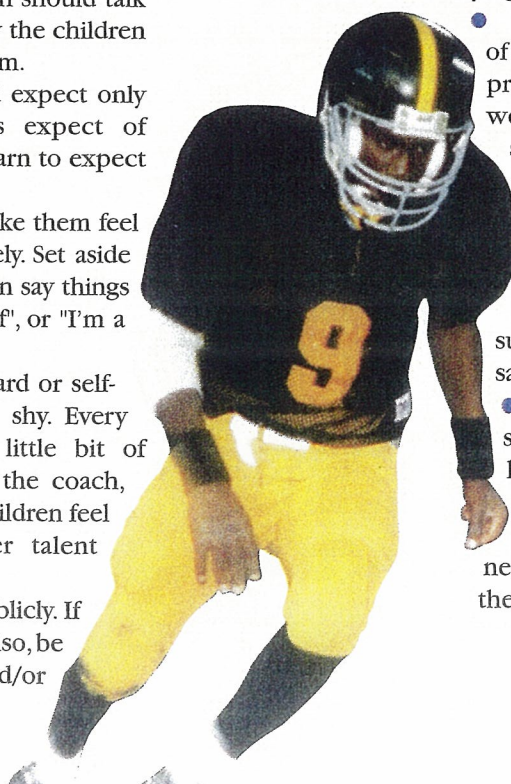
A healthy self-concept is necessary in order to achieve success in both sports and life and it's based on having self-esteem and confidence. Self-esteem refers to a person liking himself or herself and confidence is believing in one's ability to do things.

*The following are some methods for coaches to develop self-esteem in their players:*

- greet the children individually by name upon their arrival at practice or a game. Tell them that you are glad to see them. This will make the child feel both welcomed and special.
- children must know that they will be accepted as people with no conditions attached. The coach must separate childrens' athletic success from their value as people, and must be patient with the children. The coach should talk to the children and be a good listener. Show the children warmth, laugh with them, and play with them.
- emphasize to the children that they should expect only their (relaxed) best - not what others expect of themselves. It is important for children to learn to expect of themselves only the best they can give.
- teach the children to use statements that make them feel good about themselves and to think positively. Set aside some practice time during which the children say things to themselves like "I feel good", "I like myself", or "I'm a good person."
- for many reasons, some children feel awkward or self-conscious, lack body coordination, or are shy. Every child is different and needs that extra little bit of consideration. The supportive attitudes of the coach, other children, and parents will help such children feel significant. Give participants with lesser talent leadership roles.
- never chastise a child either privately or publicly. If discipline is necessary, be firm yet positive. Also, be aware of your body language. Gestures and/or facial expressions convey messages.

*The following are some tips for developing confidence:*

- create successful experiences for children. Because not all children perform at the same level, you must set realistic standards for each child. A child may say "I can't do this" or they may be afraid to try particular skills or activities. In such cases, it may be necessary to devise some drills that the child succeeds at and, therefore, give the child the confidence to take new risks. For example, an overweight child may not be able to run as quickly as others in track and field. Shorter distances and personal performance times may have to be established first.
- our children do not need a sport system based on the "all-or-nothing" principle. They require a progressive system that gives them the opportunity to participate and to learn and grow through sport. There is a great deal of variety that can be used in designing such a system. It requires only the will of our sport leaders to design it and the patience of our coaches to implement it.
- teach in progressive steps. For instance, when teaching children to pass in soccer, make sure that they can pass successfully before making it more difficult with a defender. When the defender is in position, he or she should offer only passive resistance before progressing to active resistance or trying to steal the ball.



- if necessary, cite examples of successful athletes who had problems in sports when they were children. If there is a successful athlete in the area, have him or her come and talk to the children. For example, if a child is awkward because of being too tall, you might try to locate (or at least mention) a successful athlete who had the same experiences as a child.
- have children remember successful experiences. They will have both successful and unsuccessful experiences. Instead of dwelling on the negative, get them to think about the positive.



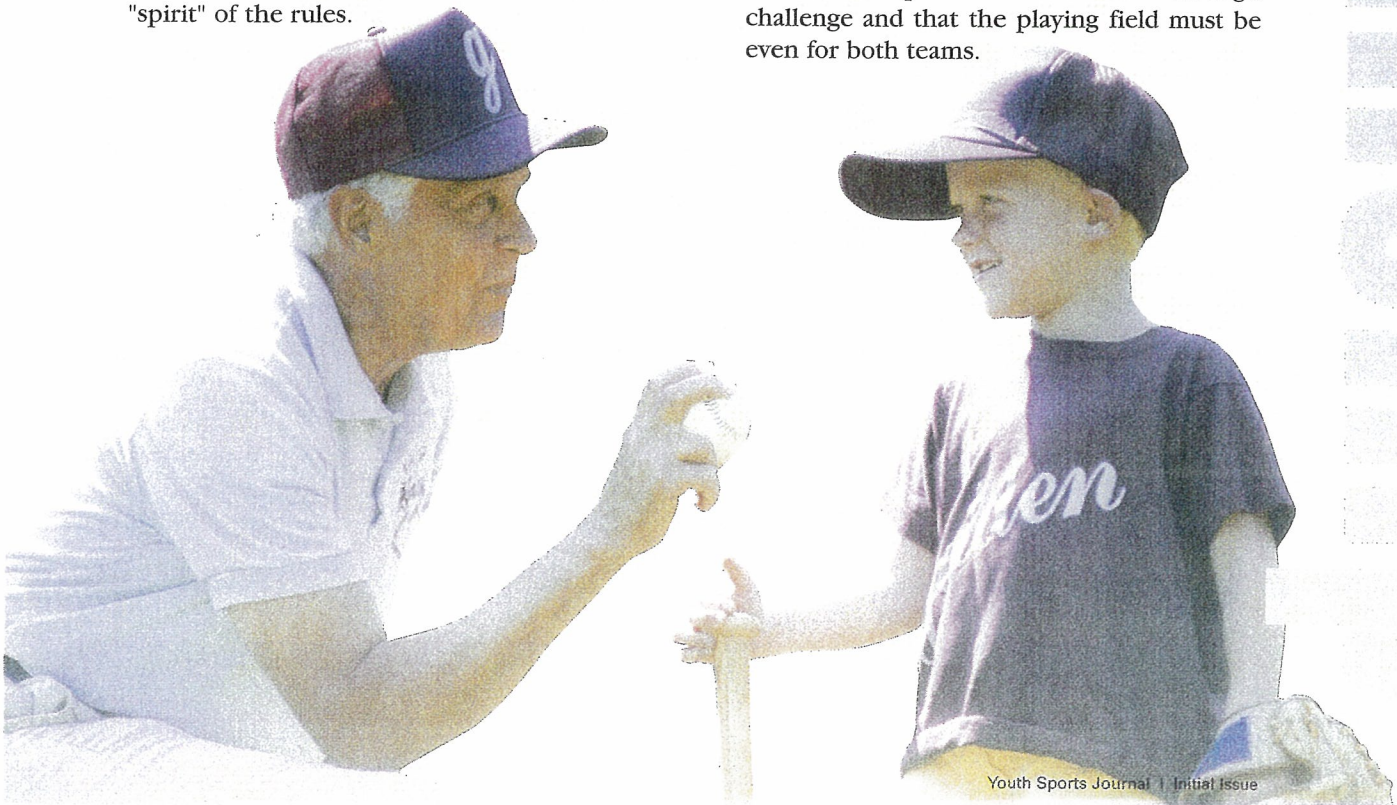


# Tips for teaching sportsmanship

While youngsters participate in sports they develop behavioral attitudes that they will carry with them for the rest of their lives. Coaches have a responsibility to emphasize the importance of good sportsmanship to all their players.

*The following are some tips on teaching sportsmanship:*

1. Develop a coaching philosophy where everyone gets equal playing time.
2. Don't keep league standings or statistics for the younger ages.
3. Hold parent meetings to reinforce the importance of fun, sportsmanship, and cooperation with others.
4. Take the time to point out examples of both good and poor sportsmanship by professional athletes and discuss their behavior with the team.
5. Reward ethical behavior and good sportsmanship. Make this an important reward and not just a consolation prize. Develop a system of points to be accumulated by your players where awards are received for demonstrating fair play and good sportsmanship.
6. Teach athletes to be responsible for their own behavior.
7. Support officials and field directors in their efforts to control the games and stop any game that is out of control.
8. Educate your players about the rules and the "spirit" of the rules.
9. Stress fair play, civility, and common decency toward opponents and officials.
10. Control problems early and let fans and players know that there are consequences for unacceptable behavior.
11. Let your athletes know that there will be mistakes made and that losing as well as winning is a part of the game.
12. Define winning as doing your best and trying.
13. Teach your team the importance of being gracious in both victory and defeat.
14. Never allow yourself or anyone else to discriminate against or make fun of athletes based on their race, gender, body type, ability, disability, nationality, religion, accent, ethnic origin, appearance, economic level, or parental affiliations.
15. Permit and encourage co-ed play when competencies are similar, but insist on separate but equal treatment for girls when opportunities for play are unequal.
16. Remember that the essence of competition is the mutual quest for excellence through challenge and that the playing field must be even for both teams.





# conditioning

## The secret to conditioning your athletes

It's no secret that kids hate conditioning drills. They can be tedious, boring, and quickly drain the fun out of any practice session. But it doesn't have to be that way.

The secret is to incorporate conditioning into your regular practice plan so that it's going on but it's disguised in the drills and activities you're doing to develop skills in your athletes.

If you think of your entire practice as a conditioning period, it will become much more game-like in nature.

For example, instead of making your basketball team run laps at the end of practice simply divide the team up into groups and have them run a relay race while dribbling a ball through a series of cones. All of a sudden your practice has become much more productive because you have conditioning taking place along with skill development, teamwork, fun and excitement.

## The following are some additional conditioning tips:

- stress the importance of aerobic activity to your athletes (aerobic activity is endurance training which is low to moderate in intensity over a longer period of time; anaerobic training is high intensity, short-term-training; for example, cross country runners require aerobic training while sprinters require anaerobic training)
- athletes should not lose more than 2-3 pounds in a week
- overtrained athletes are likely to drop out
- don't neglect nutrition during preseason conditioning
- remember that different positions of a sport have varying aerobic and anaerobic demands
- athletes need 3-5 days to adjust to their environment during the preseason
- if the sport requires wearing a lot of equipment you should gradually add it during a 3-5 day period
- coaches must be able to select the conditioning program and drills that will prepare the athlete for the stress of competition without injuring the developing systems
- the two systems likely to be stressed the most by participation are the cardiovascular and muscular systems
- strenuous activity that causes pain or is used as punishment (like running laps) has no place in youth sports

## Strength

- children gain more benefits from strength exercises that require them to overcome and control their own body weight than they do from special weights or weight training equipment
- children should do exercises for both upper and lower body strength and do them in moderation
- use games that promote fitness such as "poses" where children pose as body builders and tighten and relax various muscles

## Flexibility: It's not a stretch to say it's important for youngsters

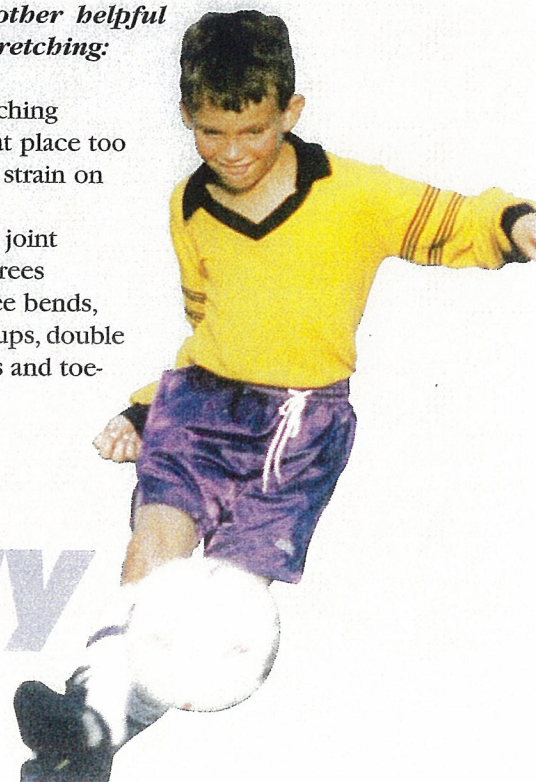
Developing flexibility in youngsters is important for two reasons: it will make them less likely to be injured and more likely to improve their skills. Also, children who are taught to stretch before physical activity will establish good habits that they'll be likely to follow throughout adulthood.

Passive stretching is most beneficial for the child and it's where the individual slowly moves to the desired position, just slightly beyond discomfort, holds that position for a short period of time, and then relaxes. For example, slowly bending down and touching your toes, counting to eight, then relaxing and returning to an upright position.

Ballistic stretching, which is rapid movement to a desired position, should be avoided because it can cause injury.

### *Here are some other helpful tips regarding stretching:*

- avoid any stretching movements that place too much stress or strain on joints
- don't bend the joint beyond 90 degrees
- avoid deep knee bends, straight leg sit-ups, double straight leg lifts and toe-heel raises



# Flexibility



## Playing defense against the sun

Exposure to the sun is an often overlooked health risk when it comes to youth sports.

The Skin Cancer Foundation (1-800-754-6490) points out that our skin is an excellent record keeper. Every moment we spend in the sun adds up, accumulating like money in the bank.

Unfortunately, the payoff is often skin damage and skin cancer. One in six people will develop skin cancer at some point during their life and at least 90 percent of these are the result of long-term exposure to ultraviolet radiation from the sun.

The best defense to protect yourself and your athletes when outdoors is to use a sunscreen with an SPF of 15 or higher.

Make sun safety a priority with your team.

## Nutrition

A child's nutrition may not be controllable by coaches, but you can educate your players about good eating habits and how it can help them perform better.

- kids need to know that poor nutrition habits will compromise their performance
- candy bars are high in fat and are not a good source of immediate energy
- children need to consume carbohydrates (breads, pastas, starchy vegetables, hot cereals) 3-4 hours before participation
- children should avoid greasy hamburgers, French fries, and carbonated colas before practices and games
- good snacks for children are pretzels, unbuttered popcorn, and low-fat crackers

## The five components of fitness

- 1) **Cardiovascular endurance** - the cornerstone of fitness and gives children an increased capacity to play and perform.
- 2) **Strength** - children benefit more from strength exercises that require them to overcome and control their own body weight than from using weight-training equipment.
- 3) **Flexibility** - increased flexibility will increase a child's range of motion and help prevent injuries caused by overstretching.
- 4) **Agility** - required in order to make quick movements at various speeds while maintaining balance.
- 5) **Balance and coordination** - demands both the natural development of the neuromuscular system and the ongoing practice of specific movement patterns.

## Think safety first

As a youth coach the health and safety of your players must be your number one concern. To help fulfill this obligation the following information should be a part of your practice plan and reviewed often.

- S** - surface inspection. Check the playing area prior to games and practices for debris, holes, slippery spots, or anything else that could harm a child.
- A** - adequate supervision and properly fitting equipment.
- F** - first aid care. Know how to handle injuries properly.
- E** - emergency plan. All coaches must know their responsibilities.
- T** - teach proper skill techniques.
- Y** - you the coach are responsible for the safety and well-being of all your players.

## Do you have a first aid kit - and is it properly stocked?

A properly stocked first aid kit is vital for every youth coach to have, and here's what it should contain:

- non-sterile gloves - keep several pair in the kit in the event that you're dealing with blood. This also protects the athlete from possible infection from your unwashed hands.
- small bottle of water and soap - to clean the cut or abrasion.
- Band Aids/gauze pads - to assist in stopping any bleeding, to clean the area and to protect the area.
- Ace bandages - used to hold ice in place over the injured area and to provide compression to aid in reducing swelling.
- flexible splint - used to help control injured areas like a finger or wrist.
- athletic tape - used to hold a flexible splint or ace bandages in place
- sling - controls injuries to the shoulder and arm
- bags of ice - used to reduce swelling and pain. You can also freeze water in small paper cups and then tear off the top of the cup when needed to massage the injured area.
- CPR mouth protector
- scissors
- tweezers
- nail clippers
- pen flashlight
- small bottle of water and an eye cup - to safely and effectively remove debris from a child's eye
- coins to make an emergency call - when your only access to a phone is a pay phone, it's vital to have the correct amount of change.



# injuries

## Treating the common injury

The acronym RICE is a handy reminder for treating the common sports injury.

**R - REST.** The injured area must be immobilized and rested.

**I - ICE.** The use of ice has two basic purposes. The cooling effect is anesthetic and provides some relief from discomfort. It also provides a constriction of the blood vessels and reduces swelling to the injured area. Ice should be applied for 20 to 30 minutes and then removed for 1-2 hours before it is reapplied.

**C - COMPRESSION.** Compression should be applied to the area that's injured to minimize the swelling and to provide comfort along with rest and immobilization.

**E - ELEVATION.** The injured area should be elevated higher than the heart level to minimize the addition of swelling to that area.

## Dealing with a severely injured child

Assessing sports injuries is an integral role of coaching youth sports. Coaches must be prepared for any type of injury, including when a child goes down and may have lost consciousness. The acronym COACH is a handy reminder of how to respond.

**C - are they conscious?**

**O - are they oxygenating/breathing?**

(If the answer is yes to these two questions, move on)

**A - ask where does it hurt?**

**C - control the area that is painful**

**H - make the decision if you need to call for immediate medical assistance and have the child taken to the hospital.**

When you're approaching an injured child, be sure to keep the above sequence in mind. Look at their lip color, feel the chest or put your cheek next to their nose to see if they are breathing. If they are not breathing and there is no palpable pulse in their neck or wrist, you must immediately initiate Cardiopulmonary Resuscitation (CPR) and have someone call for immediate medical assistance. This is why it is strongly recommended that anyone working with children in sports is CPR certified.

If the injury sustained is to the head or neck, the athlete must be calmed and restrained in the position found while emergency medical assistance is responding.



# Symptoms

**Heat cramps** - sudden, painful muscle contractions often caused by loss of body fluids and mineral depletion through sweating or as the result of an acute blow

**what to do** - gently stretch and massage the affected muscle area and have the athlete drink lots of fluids.

**Heat exhaustion** - weakness, dizziness, profuse sweating or rapid pulse

**what to do** - call for emergency medical assistance, have the youngster rest in the shade with their legs elevated and replenish fluids.

**Heat stroke** - high body temperature, red hot but dry skin; also a rapid pulse, difficulty in breathing, convulsions, collapsing.

**what to do** - this is a medical emergency and can be fatal; immediately call for medical assistance; place the youngster in the shade and cool the body by removing layers of clothing; while waiting for help to arrive massage the lower body with ice.

**Strains/sprains** - localized pain, limited range of motion, swelling, and possible skin discoloration.

**what to do** - carefully compress ice to the injured area and elevate it above the level of the heart to help reduce swelling and provide an anesthetic effect.

**Dislocation/fractures** - pain, deformity, and loss of function.

**what to do** - call for emergency medical assistance to transport the athlete. Do not move the athlete.

## Hydration Safety Guidelines

When it comes to keeping kids safe while playing sports, hydration is key. Consider fluid as part of the essential safety equipment for sports, just as important as helmets or shin guards. Encourage kids to drink sports drinks like Gatorade before, during and after activity, to replace the fluids and electrolytes they lose through sweat. To stay well-hydrated and in the game, it's important for young athletes to have access to fluids at all games and practices and that frequent fluid breaks are enforced - especially when playing outside in warm weather.



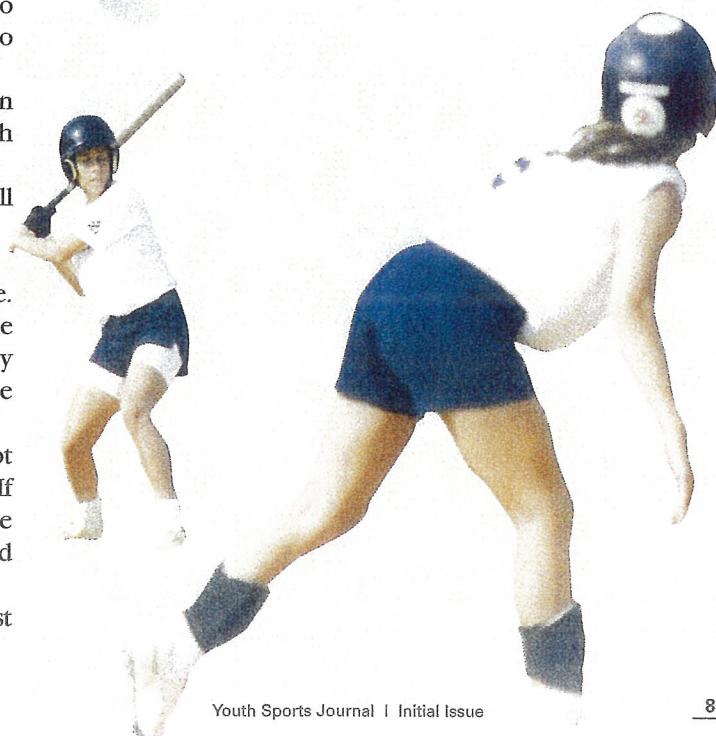
## Tips for practice organization

- limit practice sessions to no more than one hour a day and three days a week through the age of 12 and not more than 1 1/2 hours and four days a week through the age of 16.
- plan every practice - don't waste valuable time to plan your next move.
- over plan - it is always better to plan for too much rather than not enough activity to fill your practices.
- inform your assistants of their duties before the practice is scheduled to begin. Taking time to teach them a drill or explain what you want them to do takes valuable practice time away from the players and creates the perception that the assistants are really not part of the coaching staff.
- prepare to begin practice with the arrival of the first player. This may mean that you are working one-on-one. You will be surprised how many players will begin to arrive early to receive your one-on-one attention.
- use the same sequence for your warm-up at every practice. You will soon see the team organizing themselves for warm-up exercises and the late arrivals will know exactly what they missed and pick up where you are in the sequence.
- choose warm-up drills that reflect the sport activity. The purpose of warm-up is to prepare the body for more intense activity. Therefore, it would make little sense to only warm up the legs if the activity involves throwing.
- keep your best players from always pairing up during warm-up drills. This is sometimes a natural inclination that can end up limiting the growth of the less-skilled players and also encourages a clique to form that can be a negative for the team.
- provide as many repetitions of the basic skills as possible and make up games using the skills. Relays and other low key competitions work very successfully for both skill development while keeping it fun and interesting.
- stop the activity at the peak of the excitement. Doing so ends the activity on a high note and causes the players to look forward to doing it again.
- teach basic fundamentals in a 1-2-3 step progression. Learn the top three key components making up the skill and teach each of the three components in the proper progression.
- minimize lecture and listening time. Your players will progress quicker if they learn by doing.
- supervise by moving around.
- discipline problems are minimized if they all are kept active. If you must discipline, do so by removing them from the activity and sit them down for a period of time. When they return to play, welcome them back and let the discipline be over.
- use lots of positive reinforcement. When the athlete is not seeing improvement immediately, they become frustrated. If you show a negative reaction they will sense you too are disappointed, adding to their feelings of failure. Always find something positive to say.
- be patient, persistent and maintain a sense of humor. It's just a game.

## Tips on teaching skills

One of the most important elements of being a good coach is being able to teach. Good teaching means presenting information clearly and correctly, giving children time to practice, and giving them feedback about how well they performed. In youth sports, this should all be done in a warm, positive, and relaxed atmosphere.

- once the children are good at the skill, use relays and games since this is a good way to practice and it is also fun.
- if children are playing games that involve both offensive and defensive maneuvers, use the following progression when they are learning skills:
  - practice the skill at set position.
  - practice the skill while moving.
  - practice the skill with no opposition.
  - practice the skill with opposition.
- while the children are practicing, analyze their execution.
- if necessary, stop the practice to clarify the execution of the skill.
- when giving feedback, first point out what was done correctly; then point out specific errors and ways to correct them.
- always be positive! Don't be harsh or critical. It isn't necessary for learning and it's not fun for the children. Too many children are turned off by negative criticism.
- use a video camera. This is an excellent way of letting children see themselves performing a skill and of giving them feedback. It also adds fun to the practice.
- instead of just saying that this is the desired behavior, ask some children to role play good and poor winners and losers. This method can lead to an interesting discussion with the children, it's a sound learning method, and it's fun, too.





# tactics

## Developing skills, tactics and strategies

As a youth coach it's important that you develop the ability to identify both efficient and inefficient performances of the basic skills of the sport and be able to analyze and correct typical errors in performance. Being able to do so will assist your players in the basic skill development necessary so that they'll be able to perform these skills in a competitive setting.

- **Break the task down**

One way to help you develop this skill is to break every fundamental down to three basic components: breaking the task down, analyzing it, and making corrective suggestions to assist the player in the development of this essential skill.

Every sport is comprised of essential skills that require the coach to have this ability. To be too wrapped up in the X's and O's and elaborate playbooks with the expectation that every child will be able to execute your coaching strategies is totally unrealistic. Stay focused on basics and build their knowledge and skill level by increasing the difficulty of the skill only after each step of the skill is mastered in logical progression.

- **Know the rules**

The coach must become a student of the game and learn all the rules as well as become familiar with the rule book the league is using. Also, don't assume that the players know all the rules. Teaching the rules to your players is essential in the skill development process. If the players don't understand the rules and how they're applied it will be a frustrating experience for both you and them.

- **Do the kids understand you?**

Sports has a vocabulary all its own and as the coach it requires that you make sure every child understands what you're saying. Ask the team the question, "What do I mean when I say to keep your eye on the ball?" Those that understand the term will tell you and that will provide adequate explanation for those that didn't understand it.

## Children with disabilities deserve equal opportunities

Children with disabilities can be included on any team and experience the joy of playing. The Americans with Disabilities Act says that we are not only obligated to include all kids but that we have the right and responsibility to provide individual accommodations, support and/or adaptations for the child to help them experience success.

- a coach's responsibility includes helping children accept the differences of children with disabilities and to be supportive and answer questions.
- a coach must demonstrate to the team that accommodations for athletes with disabilities aren't an advantage.
- with some creative thought any child should be able to participate in a meaningful way (ask for your players' help, kids can offer some great suggestions).
- if a cruel remark is made react immediately and handle it in a non-embarrassing way for both the child who has the disability and the person who made the remark.
- make sure the team rallies around the child with the disability who heard a cruel remark directed at them to immediately reinforce that no one agrees with the remark.

## skills

# strategies



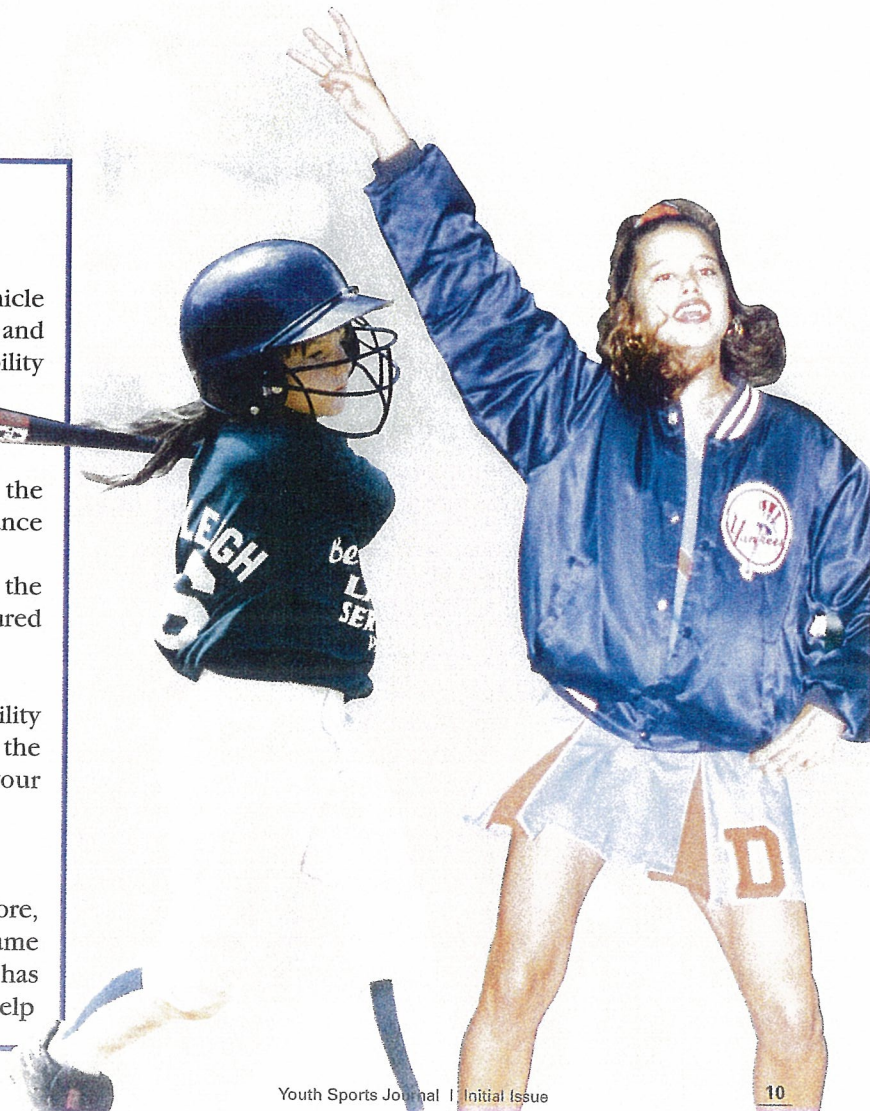


## Legal liability game plan

1. Keep a log - Record keeping is a valuable tool and should include daily practice routines, what you did when someone got hurt, when you last checked the facilities and equipment, when and who you reported a safety hazard, etc. This information should be inclusive enough to remind you of what might have happened two or three years ago in the event that a liability situation arises after the fact.
2. Obtain parental consent forms - it's important that the consent form is signed because it shows the parent consented to the child participating in the sport. It should state that injuries are a part of the game and that you are not responsible for injuries that are a natural part of the game. It's also advantageous to have a statement signed by a physician that they are of the opinion that the athlete is fit to participate in the sport. The form should also contain a statement of the vital health related information of the athlete, including items like allergies.
3. Obtain emergency medical treatment consent form - this allows the coach to obtain emergency medical treatment when necessary when the parents are unavailable.
4. Inspect facilities prior to each use
5. Report facility hazards in writing
6. Inspect equipment - throughout the season check all of your equipment for defects and if you find any discard the piece and replace it with a functional piece.
7. Properly fit equipment - it's vital to know how to properly fit the equipment so that it functions the way that it was designed.
8. Use safety equipment - there's lots of safety equipment on the market that often isn't provided by the league but you should consider its use as another step in the prevention of injuries.
9. Train assistant coaches - finding qualified assistant coaches is an area that if overlooked could increase your personal exposure to liability. When you have players under the supervision of other adults it is equally important that they are also trained and certified.
10. Provide adequate supervision - be sure to have enough adult supervision to assist you during all activities that are going on at the same time. When delegating supervisory responsibilities make sure that they only teach proper techniques and never violate a safety rule.

### Also:

- coaches transporting players in their own vehicle can be personally liable for passenger injuries and should carry a personal auto policy with liability limits of at least \$500,000.
- coaches in outdoor sports should check fencing and backstops to make sure they're in good condition and make sure the bleachers are also in good shape and a safe distance from the playing area.
- coaches should help keep fans from hugging the sidelines where players or fans can be injured during collisions.
- be qualified in basic first aid
- when a child is injured make it your responsibility to fully inform the parents what happened and the actions you took and make a note of your conversation in your log.
- never give an athlete any internal agents
- don't move an injured athlete
- never leave the children unattended just before, during or immediately following a practice or game
- plan for an injury so if one does occur someone has already been designated to call for emergency help





## NYSCA's position on winning

When it comes to youth sports, winning is an important component of the whole process. Both players and teams are obligated to play to win since that is the essence of competition.

The problem with winning is when it starts to compromise more important ideals. When winning becomes the only objective, all of the other values of youth sports participation are lost.

### YOUTH SPORTS JOURNAL

Future issues of the **YOUTH SPORTS JOURNAL** will provide a wide variety of informative and useful information for coaches to use to enhance their teaching methods, improve their players' skill development and ensure that everyone has a fun and rewarding season. Specially designed drills and innovative sport specific practice techniques are just some of the things you'll be seeing in each edition of the **YOUTH SPORTS JOURNAL**. It will also feature entertaining articles that will help keep you abreast of the latest happenings in the ever-changing world of youth sports. The **YOUTH SPORTS JOURNAL** - it's a resource you won't want to be without.

### \$1,000,000 General Liability Coverage

The USF&G Insurance Company (policy number DREA23-01325-98-9) provides general liability coverage to NAYS coaches and officials, as described in the policy and subject to the terms and conditions of the policy, but only while acting in the capacity as a coach or official during youth sports activities. In order for coverage to apply, the coach or official must be certified in the sport in question. Furthermore, this coverage is excess over other insurance. The above is a brief summary only and is not meant to be a complete explanation of all the provisions of the policy or the specific benefits. Please refer to the policy for full details of the coverages, conditions, limitations and exclusions. No coverage is extended and no representations are made except by the policy.

National Alliance For Youth Sports 1-800-729-2057

## Open communication the key to positive coach-parent relationships

Open communication is the key when it comes to successfully dealing with parents.

That's why it's helpful to conduct a preseason meeting where you can introduce yourself, put to ease parental fears, discuss the goals of the program, and explain what is expected of the parents.

*Some of the things a coach should focus on during this meeting are:*

- introduce the assistant coaches
- explain that your coaching philosophy revolves around equal playing time for every child
- stress that helping the kids learn and develop skills while having fun is far more important than how many games the team wins
- go over the game and practice schedule
- discuss equipment needs because often the parent will look to the coach as the expert in this area
- explain that you have an open door policy and anytime during the season if a parent has a question or concern you'll be happy to discuss it with them



### Coaches' Code of Ethics

**I hereby Pledge to live up to my certification as an NYSCA Coach by following the NYSCA Coaches' Code of Ethics.**

- I will place the emotional and physical well-being of my players ahead of a personal desire to win.
- I will treat each player as an individual, remembering the large range of emotional and physical development for the same age group.
- I will do my best to provide a safe playing situation for my players.
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- I will provide a sports environment for my team that is free of drugs, tobacco, and alcohol, and I will refrain from their use at all youth sports events.
- I will be knowledgeable in the rules of each sport that I coach, and I will teach these rules to my players.
- I will use those coaching techniques appropriate for each of the skills that I teach.
- I will remember that I am a youth sports coach, and that the game is for children and not adults.

Coach Signature

Date



# Initial Level Coaches Exam

Name \_\_\_\_\_

Sport \_\_\_\_\_

Date \_\_\_\_\_

**1. Kids participate in sports to:**

- ☐ a. Have fun
- ☐ b. Meet new friends and maintain existing friendships
- ☐ c. Learn the fundamentals of the game
- ☐ d. All of the above

**2. A positive youth sports experience requires the coach to:**

- ☐ a. Play only the best players
- ☐ b. Apply pressure to perform
- ☐ c. Focus only on winning
- ☐ d. Keep it fun and participatory

**3. When planning a practice, the coach should prepare a program that:**

- ☐ a. Focuses on the gifted athletes
- ☐ b. Separates conditioning from skill development
- ☐ c. Combines conditioning and skill development
- ☐ d. None of the above

**4. Which of these would NOT be considered child abuse?**

- ☐ a. Slapping a child
- ☐ b. Using exercise as a punishment
- ☐ c. Calling children "dumb" when they make mistakes
- ☐ d. High five's for good plays

**5. An athlete should intake fluids before, during and after practices and games?**

☐ True or ☐ False

**6. To prevent accidents at a practice or game the coach should:**

- ☐ a. Closely supervise the players
- ☐ b. Assume fields, equipment and facilities are safe and have been inspected
- ☐ c. Inspect fields, equipment and facilities for potential hazards every time used
- ☐ d. Both A and C

**7. To help prevent injuries:**

- ☐ a. Pit the biggest kids against the smallest
- ☐ b. Ignore the weather
- ☐ c. Limit supervision
- ☐ d. Limit water intake
- ☐ e. None of the above

**8. Positive sports experiences for youth requires:**

- ☐ a. Knowledgeable coaches
- ☐ b. Coordination between coach, parent and league administrators
- ☐ c. Doing what is best for the athlete
- ☐ d. All of the above

**9. A good coach will always help every player to:**

- ☐ a. Feel needed
- ☐ b. Feel part of the team
- ☐ c. Feel important
- ☐ d. All of the above

**10. In working with children, which of the following is the most important to remember?**

- ☐ a. Adding stress improves their performance
- ☐ b. The wide difference of physical and emotional ages for the same chronological age group
- ☐ c. Exercise for punishment/discipline
- ☐ d. None of the above

**11. A coach who openly argues with an official, sends a message to the athletes, parents and other coaches that this is appropriate behavior in a youth sports setting.**

☐ True or ☐ False

**12. To keep developing my skills and knowledge so that I can be the best youth sport coach I can be, I should:**

- ☐ a. Consult other experienced coaches for tips and advice
- ☐ b. Ensure that I continue to receive coaching education through publications such as the YOUTH SPORTS JOURNAL
- ☐ c. Review videos and books on coaching
- ☐ d. All of the above

**13. When a coach suspects that a player is the victim of any form of child abuse, (emotional, physical or sexual) he/she is obligated to report their suspicion.**

☐ True or ☐ False

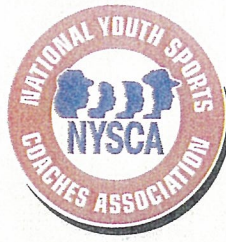
**14. Opening lines of communication and developing relationships early on can result in parents becoming partners rather than problems.**

☐ True or ☐ False

**15. A youth sport coach should be judged as being effective if:**

- ☐ a. The kids have fun
- ☐ b. The kids learned something
- ☐ c. The kids want to continue to participate
- ☐ d. All of the above





# Coaches' Code of Ethics

**I hereby Pledge to live up to my certification as an NYSCA Coach  
by following the NYSCA Coaches' Code of Ethics.**

- I will place the emotional and physical well-being of my players ahead of a personal desire to win.
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---

Coach Signature

---

Date





## *NEWTON PARKS & RECREATION DEPARTMENT*

### **NYSCA CERTIFICATION EXAM PART II**

1. List **ONE** Goal that was emphasized in the tape concerning youth sports.
  
  
  
  
  
  
  
  
  
  
2. Briefly describe what you feel is the most important thing children should gain out of youth sports.
  
  
  
  
  
  
  
  
  
  
3. List and explain **TWO** drills that you, as a coach, would teach your players.
  
  
  
  
  
  
  
  
  
  
4. Please express how you feel about the NYSCA CLINIC you have just attended. Was it worth your while? Did you benefit from the experience? How was the instructor in the videotape?

Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone: \_\_\_\_\_

Date: \_\_\_\_\_



**VOLUNTEER COACHES APPLICATION**  
**NEWTON PARKS AND RECREATION DEPARTMENT LEAGUES**  
20 \_\_\_\_\_ - 20 \_\_\_\_\_

SPORT \_\_\_\_\_

1. Name \_\_\_\_\_ Age \_\_\_\_\_
2. E-mail Address: \_\_\_\_\_
3. Address \_\_\_\_\_
4. Telephone (Home) \_\_\_\_\_ (Work) \_\_\_\_\_  
(Cell) \_\_\_\_\_
5. Employment \_\_\_\_\_  
Position \_\_\_\_\_
6. Education: High School 1 2 3 4 College 1 2 3 4 5 6 7 8
7. Character References:
  - A. Name \_\_\_\_\_ Address \_\_\_\_\_
  - B. Name \_\_\_\_\_ Address \_\_\_\_\_
  - C. Name \_\_\_\_\_ Address \_\_\_\_\_
8. Coaching experience and youth work, If any: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Reasons desiring to coach: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Statement of philosophy toward youth: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



11. If accepted for a coaching position, I hereby agree to abide by the rules, regulations and guidelines set forth by the Newton Recreation Department and decisions of the Recreation Commission of the City of Newton. I understand that the assignment of coaches and assistant coaches to any particular team is in the sole discretion of the Newton Recreation Department and I agree that I will serve as a coach or assistant coach of whatever team I am assigned. The head coach is selected by the staff and he or she may chose their assistants from a coaching list provided by the department when available. I further understand and agree that at the completion of each current sport or program in which I am coaching that I must and will reapply for the privilege of coaching again in the same program or in any other program by filing a new application with the recreation department and that I am not guaranteed selection and/or continuation as a coach or assistant coach. I also understand and agree that my selection as a coach or assistant coach in any program is in the sole discretion of the Newton Recreation Commission and the Newton Recreation Department and that my selection or non-selection may and will be made without explanation to me.

Upon acceptance of a coaching position, I must attend the NYSCA (National Youth Sports and Coaches Association) clinics for the particular sport I am coaching.

In consideration of the permission given to me by the City of Newton for coaching in its recreation department athletic programs, the considerations hereinafter described, and other valuable consideration, I, the undersigned, do release the City of Newton, its officers, agents, and employees from all liability of said City of Newton, and its officers, agents, and employees for any claims which may arise against said City of Newton, its officers, agents, and employees on account of injury or other loss or damage which may be suffered or sustained by me resulting from the participating in said activities. I further covenant that I will not institute any action at law or equity against said City of Newton, its officers, agents or employees nor assert any claims or demand that I may have in the future based upon the above described activity or events.

This covenant may be pleaded by the City of Newton, its officers, agents, and employees as a complete defense to any action or proceeding that may be brought or instituted by me or by my heirs or legal representatives in breach of this covenant.

In witness whereof, I have executed this covenant, release and covenant not to sue at Newton, North Carolina, on the \_\_\_\_\_ day of \_\_\_\_\_ 20 \_\_\_\_\_.

Name \_\_\_\_\_





Newton Parks & Recreation Department  
PO Box 550  
Newton, NC 28658  
(828) 695-4317  
(828) 465-7475 – Fax

## GUIDELINES FOR VOLUNTEER STAFF PARTICIPATION

### I. RECREATION PROGRAM OBJECTIVES:

1. Provide an opportunity for personal achievement to all participants.
2. Promote physical fitness and development.
3. Promote physical education and skills development.
4. Promote sportsmanship, responsible competition and team cooperation.

### II. RECREATION PROGRAM POLICIES:

These are the standards and regulations approved by the Recreation Commission and the City of Council on recreation activities.

#### A. Personal Conduct Standards:

1. Profanity is prohibited.
2. Physical and verbal abuse of players is not allowed.
3. Responsible conduct toward officials shall always be maintained.
4. Emphasis shall be placed on participating and learning rather than on winning in children's sports programs.
5. When coaches or other volunteer assistants have what they consider legitimate criticism, these shall be brought to the Director of the Recreation Department.
6. Coaching of members of volunteer's immediate family is allowed only with the approval of the Recreation Director.

#### B. Coordination With Paid Staff:

To be a volunteer does not mean that one has free reign to do what he will. The volunteer shall work within the framework of the Newton Recreation Program, which includes its policies and goals. Secondly, the volunteer is always working under the direction or supervision of the Recreation Director who is always ultimately responsible for the quality of the program.

#### C. Volunteer Evaluation:

When a volunteer is not meeting the standards or goals of the Recreation Program or violates its policies, the Recreation Director shall first make any infractions known to him. Any further disregard for policy or program objectives may result in termination of the volunteer in the program.

Volunteer's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Activity or Sport: \_\_\_\_\_

P.O. Box 550 \* NEWTON, NORTH CAROLINA 28658 \* PHONE: (828) 695-4317



Newton Parks & Recreation Department  
PO Box 550  
Newton, NC 28658  
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(828) 465-7475 – Fax



### **PERMISSION FOR CRIMINAL BACKGROUND CHECK**

I, the undersigned, hereby authorize and give consent for the Newton Parks and Recreation Commission to obtain information regarding myself, for employment or volunteer purposes. This information may be obtained either in writing or via telephone in connection with my application. Any person, firm or organization providing information in accordance with this authorization is released from any and all claims of liability for compliance. This information may include all or some of the following:

- Employment records/Employers references
- Criminal background checks/information
- Sex Offender registry check
- Driver's license check
- Training/experience/educational background
- Personal references
- Addresses

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

**Please Print:**

Applicant's Full Name: \_\_\_\_\_

Maiden Name: \_\_\_\_\_ SS Number: \_\_\_\_\_

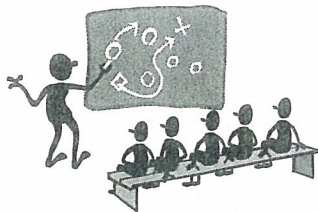
Date of Birth: \_\_\_\_\_ Sex:      Male              Female

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

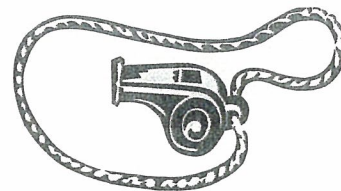
How long at address? \_\_\_\_\_

Driver's License State & Number: \_\_\_\_\_





## NYSCA Coaches Certification Form



Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: (H) \_\_\_\_\_

(W) \_\_\_\_\_

(C) \_\_\_\_\_

Which Team Sport are you getting certified in: \_\_\_\_\_

Certification Year: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

Site of viewing Location & Area – (what area, room, level, etc.) \_\_\_\_\_

Program Supervisor that assisted with certification: \_\_\_\_\_

Was payment received? Yes \_\_\_\_\_ No \_\_\_\_\_

Amount \$ \_\_\_\_\_ Cash \_\_\_\_\_ Check \_\_\_\_\_

Upon acceptance of this coaching position, I have agreed and hereby declare that I received all Departmental & NYSCA materials, reviewed NYSCA film, took NYSCA test and paid the appropriate fee for the program.

Coach Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisors Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Are there any other sports/activities you would be interested in participating in?

The Department always is in need of officials for various athletic programs. Would you be interested in attending any umpire clinics, classes, etc.

Yes \_\_\_\_\_ No \_\_\_\_\_ Not at this time \_\_\_\_\_

If yes, which sports \_\_\_\_\_





Newton Parks and Recreation

**VOLUNTEER IN YOUTH SPORTS**

Consent/Release Form

NYSCA Chapter ID# \_\_\_\_\_

Name of Organization

\_\_\_\_\_

Applicant's Name (printed)

\_\_\_\_\_

Social Security Number \_\_\_\_\_ Date of Birth \_\_\_\_\_

Applicant's Address

\_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

I, \_\_\_\_\_, authorize and give consent for the above named  
Name of Applicant organization to obtain information regarding myself. This  
includes the following:

- Employment records/Employers references
- Criminal background records/information
- Sex Offender registry check
- Driver's license check
- Training/experience
- Personal references
- Addresses

I the undersigned, authorize this information to be obtained either in writing or via telephone in connection with my volunteer application. Any person, firm or organization providing information or records in accordance with this authorization is released from any and all claims of liability for compliance. Such information will be held in confidence with the organization's guidelines.

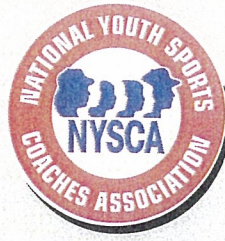
Print Name:

\_\_\_\_\_ Date: \_\_\_\_\_

Signature:

\_\_\_\_\_





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Coach Signature

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